



Louisiana Believes

# **Pupil Progression Plan Format and Content**

**John White**  
**State Superintendent of Education**

**April 2013**

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# INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The format for writing the Pupil Progression Plan (PPP) was updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

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INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN

- a formal submission statement
- a local contact information page
- a listing of the committee of educators appointed by the superintendent
- a listing of the parents appointed by the school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

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# Pupil Progression Plan

for

\_\_\_\_ Recovery School District \_\_\_\_\_ School System

for

2013-14

Submitted to Louisiana Department of Education

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(Date Submitted)

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# SECTION I

## FORMAL SUBMISSION STATEMENT

### Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the School Board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates and location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education. It must be signed by both the LEA Superintendent and the President of the School Board.

### Formal Submission Statement

Assurance is hereby made to the State Department of Education that the Recovery School District School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

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Superintendent

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School Board President

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Date

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Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) \_\_\_\_\_ Dr. Vera Triplett\_\_\_\_\_

Telephone Number 504-373-6200\_\_\_\_\_

E-mail Address \_\_\_\_\_ vera.triplett@rsdla.net\_\_\_\_\_

If Applicable:

LEA Contact Person (Secondary) \_\_\_\_\_ Laura Hawkins\_\_\_\_\_

Telephone Number 504-373-6200

E-mail Address \_\_\_\_\_ laura.hawkins@rsdla.net\_\_\_\_\_

\_\_\_\_\_  
(Primary Signature)

\_\_\_\_\_  
(Date)



## Committee of Educators Appointed by the Superintendent

Dr. Vera Triplett, Deputy Superintendent of Achievement

Clinton Baldwin, Executive Director, Data and Analytics Division

Laura Hawkins, Deputy Chief of Staff to the Superintendent

Kristine Barker, Chief of Staff, Achievement

Jane Patton, Achievement Data Analyst

Gabriella Fighetti, Executive Director of Student Enrollment

Lakeisha Robichaux, Executive Director of Baton Rouge

Tirza Brazier, District Coordinator, Testing and Counseling Services, Achievement

## SECTION II

### STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies.

#### I. Placement

##### A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):

- a. Have attended a full-day public or private kindergarten for a full academic year; or
- b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

► Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)

At the time of enrollment for first grade, the RSD staff will administer the DIBELS assessment to students who are of appropriate age and are entering first grade without attending a full-day public or private kindergarten.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)

- a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 D.)
- b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

► Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

The RSD will allow an identified gifted four year old with a 5th birthday prior to January 1 of the entrance year to enter kindergarten early with the approval of the IEP team and parent(s).

- c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance.

At the time of enrollment for first grade, the RSD/School site staff will administer the DIBELS assessment to students from out of state who are entering first grade without attending a full-day public or private kindergarten.

If the student enters after the month of September, RSD staff will check student records to determine if a comparable assessment was administered in the other state school. If so, the SBLC Team may make a determination to use the results of that assessment.

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C.)

► Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

The Developmental Skills Checklist is used for students enrolling at the beginning of the school year. A student enrolling after the first 30 days of school will be given the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment.

## **B. Transfer Students**

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
  - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
  - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass

the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
  - a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.
  - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
  - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
  - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.
    - Describe the placement policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

According to the state's High Stakes Testing Policy, students entering into 5<sup>th</sup> and 9<sup>th</sup> grade from home study and unapproved schools must take and pass LEAP. Students must meet the Basic/Approaching Basic standard (or qualify for a waiver).

- Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:
  - Approved schools within the state (public/nonpublic)
  - Approved out-of-state schools (public/nonpublic)
  - Home Study and Unapproved schools (public/nonpublic)
    - Provisions for LEAP/iLEAP Students
    - Names of the entrance tests used to determine grade placement
    - The procedure used for determining Carnegie credit for high school students

Students who enter from approved schools within the state are placed in the corresponding grade from the sending school. High school students may transfer earned credits as listed on the official transcript. Course placement will be aligned with current RSD course offerings.

Students who enter from approved out-of-state schools are placed in the corresponding grade from the sending school. High school students may transfer

earned credits as listed on the official transcript. Course placement will be aligned with current RSD course offerings.

According to the state's High Stakes Testing Policy, students entering into 5<sup>th</sup> and 9<sup>th</sup> grade from home study and unapproved schools must take and pass the English language arts and math sections of the LEAP (at least an approaching basic and basic score in either Math or ELA). Students must meet the Basic/Approaching Basic standard. Students entering grades K-4 will be administered reading and mathematics readiness assessments to determine placement. Students entering grades 6-8 will be administered a benchmark assessment to determine placement, using the IOWA test. Students requiring certification of credits earned in a home study or unapproved school situation will be administered a state approved, course-specific end of course proficiency examination.

A statement regarding the written notification to the parent concerning grade level placement and due process procedures will be provided.

► List the placement test(s) administered to the above-mentioned transfer students, if applicable.

K - 4      DIBELS  
              4<sup>th</sup> grade only – LEAP

6 - 8      6<sup>th</sup>/7<sup>th</sup> - iLEAP  
              8<sup>th</sup> grade only – LEAP

HS          State approved, course-specific end of course proficiency examination, Credits Earned

### C. Limited English Proficient (LEP) Students

1. The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

a. Establish procedures to identify language minority students.

► Describe the procedures the LEA has established to identify language minority students.

The Home Language Survey will be used to identify this student group. The survey will be included in the district's registration packet to survey registrants new to the district. Identification can be made at the school by teachers or school leadership and recommended for evaluation.

b. Establish procedures to determine if language minority students are Limited English Proficient.

► Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.

Language minority students will be assessed in the four domains of language- listening, speaking, reading, and writing- upon entry into the district, using LAS and ELDA annually to determine proficiency.

- c. Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

► Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.

Students who are Limited English Proficient will be placed age-appropriately and will be provided language accommodations through ESL Pullout services and support for acculturation to the school environment (educational, social, and emotional) will be provided.

- d. Establish procedures to monitor former Limited English Proficient students for two years.

► Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.

The district monitors students which have exited through the Student Monitoring Reclassification (SMAR) Form. The district monitors academic progress of former LEP students at each grading period.

- e. No LEP student shall be retained solely because of limited English proficiency.

*Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)*

## D. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).

► Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

Students, parents, guardians, teachers, principals or the district superintendent may initiate a review of student placement via a written statement to the principal of the school or the Deputy Superintendent of Achievement of the RSD. The current school principal/assistant principal and parent will be notified in writing when a placement review is necessary or desired.

The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the SBLC team. Team/parent conferences should be held in order to develop effective intervention strategies for students in conjunction with the

SBLC/ RTI team. Student interventions will be evaluated monthly for effectiveness and adjusted as needed. These strategies and adjustments will be documented in writing to the parent and appropriate teachers and included in the student's cumulative record. The review process will be monitored by district administrators in an annual academic audit of schools. Student cumulative folders will be examined for appropriate documentation. Students receiving intervention(s) will be assessed for the effectiveness of the intervention implementation.

*Maintenance, use and dissemination of information shall conform with requirements of all applicable state and federal laws including the Louisiana Public Records Act, the Family Educational Rights and Privacy Act (FERPA), and the Individuals with Disabilities Education Act.*

## II. Attendance Policy

A. Elementary students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

## III. Grading Policy

A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302) If a student earns a passing grade (A, B, C, or D) for one half of a full unit course, but earns a failing grade (F) for the other half of the same course, he/she will earn one full credit for the course. The final course grade will be an average of the two semester grades. This will be true whether the failing grade is earned in the first or second half of the course.

| Grading Scale for Regular Courses |            |
|-----------------------------------|------------|
| Grade                             | Percentage |
| A                                 | 100-93     |
| B                                 | 92-85      |
| C                                 | 84-75      |
| D                                 | 74-67      |
| F                                 | 66-0       |

### C. Grading Policy for End-of-Course (EOC) Tests

Students enrolled in a course for which there is an EOC test must take the EOC test.



- a. The EOC test score shall count as a percentage of the student's final grade for the course.
- b. The percentage shall be 15% of the student's final course grade.

For students with disabilities identified under IDEA who meet the LAA 2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the student's final grade for the course.

### III. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

#### A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. A student who is a first-time 4<sup>th</sup> or 8<sup>th</sup> grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)
4. All placement and promotion requirements for 4<sup>th</sup> and 8<sup>th</sup> graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> grade level. (Bulletin 1566 §707 E)

► Describe the function of the SBLC as it relates to student promotion and retention.



The School Building Level Committee (SBLC) is required to evaluate all promotions and retention instances not covered by the High Stakes Testing Policy. The committee will evaluate any work samples and/or norm referenced and criterion referenced assessment data available to make appropriate grade placements.

- Describe how the SBLC determines the progression of students with disabilities participating in the LEAP Alternate Assessments. List the specific criteria that will be used by the SBLC.

The School Building Level Committee (SBLC) is required to evaluate all promotions and retention questions in regard to students with disabilities that are not covered by the High Stakes Testing Policy. The committee or team will consider the following.

### **LAA 1**

Students with the most severe cognitive disabilities are eligible to take the LEAP Alternate Assessment Level 1, known as LAA 1. The assessment is based on Extended Standards which capture the core academic content of academic standards.

Students in 3<sup>rd</sup> through 8<sup>th</sup> grade and 10<sup>th</sup> grade are assessed in English language arts and math. Students in 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades are also assessed in science.

Students who take the LAA 1 may receive a Certificate of Achievement, not a high school diploma.

### **LAA 2**

Students with persistent academic difficulties who meet specific participation criteria are eligible to take the LEAP Alternate Assessment Level 2, known as LAA 2. The assessment is based on the state's academic standards but has fewer questions, less reading and writing, different scoring rubrics, and a modified format with fewer items on a page with larger print.

Students in 4<sup>th</sup> and 8<sup>th</sup> grade are assessed in English language arts, mathematics, science and social studies. Students in 5<sup>th</sup> through 7<sup>th</sup> grade are assessed in English language arts and mathematics. Students in the 10<sup>th</sup> grade are assessed in English language arts and mathematics, and students in 11<sup>th</sup> grade are also assessed in science and social studies. Students may take the LAA 2 in all subjects or just some subjects, based on their Individualized Education Plan (IEP).

Students with disabilities who have passed two End-of-Course tests may be eligible for a waiver of the third exam required for graduation. Also, students eligible for LAA 2 may choose to take the LAA 2 tests to meet graduation requirements if they do not pass the End-of-Course tests.

Additionally, the committee will evaluate any work samples and/or norm referenced and criterion referenced assessment data available to make appropriate grade placements.

## **B. High Stakes Testing Policy**

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA's procedure for determining if a 4<sup>th</sup> or 8<sup>th</sup> grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

A 4<sup>th</sup> grade student who has scored Mastery or Advanced on either ELA or Math and unsatisfactory in the other subject, shall be offered a waiver if the following criteria have been met:

- Student participated in both spring and summer administrations of LEAP in the subject he/she received unsatisfactory in.
- Student attended summer remediation.
- Student completed the summer retest.
- Parental Consent is granted in writing.

An 8<sup>th</sup> grade student who has scored at Mastery or Advanced on either ELA or Math and unsatisfactory in the other subject shall be offered a waiver if the following criteria have been met:

- Student participated in both spring and summer administrations of LEAP.
- Student attended summer remediation.
- Student completed the summer retest.
- Parental Consent is granted in writing.
- Student must enroll in a high school remedial course in the unsatisfactory subject.

► Describe the LEA's procedure for determining if an 8<sup>th</sup> grade student is granted the U/B waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 B.)

An 8<sup>th</sup> grade student who has scored Unsatisfactory/Basic on either the ELA or math shall be offered a waiver if the following criteria have been met:

- Student participated in both spring and summer administrations of the LEAP.
- Student attended summer remediation.
- Student enrolls in a high school remedial course in the unsatisfactory subject, and pass prior to enrolling in the Carnegie unit course for the unsatisfactory subject
- The student scored approaching basic or above on the science and social studies components of LEAP
- Student had an overall 2.5 GPA on a 4.0 scale
- Student had a minimum 92 percent attendance throughout the year
- Parental consent is granted in writing

► Describe the LEA's criteria for determining if an 8<sup>th</sup> grade student will receive a *AB/AB* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 C.)

As per BESE policy, an 8<sup>th</sup> grade student who does not meet the AB/B or above levels on the LEAP during the spring or summer retake (and have attended summer school) must repeat the grade before consideration for a waiver can be given. After the summer retest, an LEA through its superintendent, may consider a waiver for an 8<sup>th</sup> grade student who has scored an AB level on both ELA and Math components of LEAP. The waiver may be granted if the following are met:

- Student attended summer remediation and participated in summer retest, following participation in the spring administration of the LEAP.

► Describe the LEA criteria that determine if a student is retained in 4<sup>th</sup> grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

A student who has been retained in 4<sup>th</sup> grade for one year due to failure to score at or above the required *Basic/Approaching Basic* achievement level shall be promoted to 5<sup>th</sup> grade after attending summer remediation and participating in the summer retest. The SBLC committee will determine any promotions to 5<sup>th</sup> grade, if the student does not qualify for a waiver.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4<sup>th</sup> grade at least once as a result of failure to pass LEAP and if he/she will be 12 years old on or before September 30<sup>th</sup> of the next school year. (Bulletin 1566 §703 C.)

A student who has been retained in 4<sup>th</sup> grade for one year due to failure to score at or above the required *Basic/Approaching Basic* achievement level shall be promoted to 6<sup>th</sup> grade after attending summer remediation and participating in the summer retest if the *Basic/Approaching Basic* standard is met. If the standard is not met the student shall be placed in 5<sup>th</sup> grade.

► Describe the LEA's criteria for determining which 4<sup>th</sup> grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

A student shall be granted a twenty-point appeal as outlined in the High Stakes Testing Policy through the Superintendent if the following criteria have been met:

- the Principal and SBLC committee must review student work samples and attest that the student exhibits the ability to perform at or above the *Basic* level in the subject for which the appeal is being considered.
- Student has scored within 20 points of the *Basic* standard in ELA and/or Math
- Student has a 3.0 average or above in the subject for which the appeal is being sought
- Student has met district attendance criteria
- Student has attended summer remediation and attempted the summer retest

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.)

The fourth grade transitional program is designed to prepare students who have scored at the *Approaching Basic* achievement level in both ELA and Mathematics but did not meet the criteria for the twenty point appeal for possible promotion to 6<sup>th</sup> grade will be assigned to the fourth grade transitional program. Students must have met the requirements for promotion from the 4<sup>th</sup> grade, and have participated in the summer remediation program and summer retest. Students will be provided intense remediation in the areas of ELA and Mathematics while being offered 5<sup>th</sup> grade content in all other areas. Students will be reassessed during the spring offering of LEAP and promoted to 6<sup>th</sup> grade based upon the

achievement levels (must score a minimum of B/AB on ELA and Math and a minimum of AP/AP on science and social studies).

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

Students who must attend summer remediation are mandated to complete 50 hours of remediation per required subject to become eligible for the waiver options offered in the High stakes Testing Policy

### C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards or locally-developed and approved curriculum. (Bulletin 741 §2301)
4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)
5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)  
► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4<sup>th</sup> and 8<sup>th</sup> grade students exceed the state requirements of passing LEAP, list any additional requirements.

#### Promotional Guidelines for Students in Grades K-8

Decisions to promote or retain elementary students should be based on successful completion of the curriculum as evidenced by mastery of Louisiana Grade-Level Expectations (GLE's) and fulfillment of state attendance requirements. Students in grades 4 and 8 must meet additional high-stakes LEAP requirements. RSD students will receive intensive documented academic intervention services before retention can be considered. SBLC committees will review any promotions in question (requested by the teacher, parent or school administrator).

#### Guidelines for Promotion from Kindergarten

Attain mastery of at least 70% of required Louisiana GLE's in reading and math as evidenced on the Kindergarten Portfolio Assessment Checklist (WAPO – work samples, anecdotal records, photographs, other); and have not more than fourteen days of unexcused absence.

#### Guidelines for Promotion from Grades 1 and 2

Attain at least a D in both English Language Arts and mathematics as final report card grades, reflecting minimum 70% mastery of Louisiana GLE's; and have no more than ten days of unexcused absences.

### **Guidelines for Promotion from Grade 3\***

Attain at least a D in each promotional subject - English Language Arts, mathematics as final report card grades, reflecting 70% mastery of Louisiana GLE's; and attain at least a D in either science or social studies, reflecting a minimum 70% mastery of Louisiana Grade-Level Expectations; and have no more than ten days of unexcused absences.

### **Guidelines for Promotion from Grades 4-8\***

Attain at least a D in each promotional subject - reading, English Language Arts, mathematics - as final report card grades, reflecting 70% mastery of Louisiana GLE's; and attain at least a D in either science or social studies, reflecting a minimum 70% mastery of Louisiana Grade-Level Expectations; and have no more than ten days of unexcused absences.

\*LEAP NOTE: In addition to the above criteria, students in grades 4 and 8 must also achieve at or above the Basic/Approaching Basic standard on ELA/math on the LEAP. (See High Stakes Testing Policy)

\*\*NOTE FOR STUDENTS WITH DISABILITIES: general education and special education teachers will collaborate on determining a grade for a subject. JPAMS comments section will indicate that the grade reflected is with interventions.

Please note: **The Orleans Parish School Board Pupil Progression Plan** requires that students in Grades 3,4,5 & 6 must attain at least the lowest 'D' percentage in each of the promotional subjects of reading, English/language Arts, mathematics, science **and** social studies based on the required grade level benchmarks.

The SLBC Team will review records of students who do not meet the promotional guidelines outlined for all grades with exception of the high stakes grades, 4 and 8, including absences guidelines. The team will prescribe additional interventions in the summer such as, but not limited to, extended year programs, individual tutoring, and/or group tutoring. By the first day of school for students, the team will determine if the student successfully completed the SBLC/ RTI prescription and is eligible for promotion.

### **ESL K – 8**

English as a Second Language will be offered as a part of the English Language Arts block and it may also be offered in other additional courses. English as a Second Language will be taught by the ESL teacher using the English Language Development Standards and Benchmarks which are aligned to the Louisiana Comprehensive Curriculum and linked to the state's Standards for English Language Arts, Mathematics, Science, and Social Studies.\*

The LEP pupil who cannot sufficiently comprehend English should not be assigned failing grades in language-dependent courses. Grades will be assigned on the basis of cooperation, effort, participation in activities and completion of classroom assignments to the degree that language proficiency allows. If the LEP pupil is able to perform the skills in a particular subject, the grade will be based on achievement according to the regular grading system.

## LEP STUDENTS MEETING THE REQUIREMENT FOR ENGLISH PROFICIENCY

Only those students who meet the requirements of –English Proficiency as defined by the Louisiana State Department of Education (LDE) will be allowed to exit the English as A Second Language (ESL) Program.

- ◆ All LEP students shall take the English Language Development Assessment (ELDA) annually, as well as, the appropriate State assessment for the student's enrolled grade.

## LEP STUDENTS MEETING THE REQUIREMENT FOR ENGLISH PROFICIENCY

- ◆ To be considered English proficient and exit LEP status, an LEP student in grades K-2 must score:
  - a. two years at composite level 5 on ELDA;  
or
  - b.i. one year at composite level 5 on ELDA; and
  - b.ii. one year at grade-level/benchmark/low-risk on a standardized reading assessment, such as DRA or DIBELS.
- ◆ To be considered English proficient and exit LEP status, an LEP student in grades 3-12 must score:
  - a. composite level 5 on ELDA;  
or
  - b.i. one year at composite level 4 on ELDA; and
  - b.ii. one year at proficient on the English language arts portion of iLEAP, LEAP, GEE, LAA 1 and 2 for students in grades 9-12

Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows:

- (i) 10,620 minutes for a six-period schedule;
- (ii) 9,103 minutes for a seven-period schedule; and
- (iii) 7,965 minutes for eight-period or 4 x 4 block schedules.
- (iv) For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
  - i. For credit recovery courses, follow the policy in §2324 of Bulletin 741.

Minimum units of Carnegie credit required for promotion from

Grade 9 5 units Grade

10 12 units Grade

11 19 units

Grade 12 23 units for graduating classes of 2009, 2010, and 2011

Note: 24 units for graduating classes of 2012 and beyond

|          |           |        |        |
|----------|-----------|--------|--------|
| Freshman | Sophomore | Junior | Senior |
| 0-5      | 6-12      | 13-19  | 20 and |

Additional promotional guidelines in grades 9-12:



- For each Carnegie unit of credit, a student must be present 82 days of the 87 days in a block schedule course, or 170 days in a full-year course;
- Beginning with the 2010 -2011 class of incoming freshmen, high school students must score at the Fair achievement level in English, mathematics, and either science or social studies of the End of Course Exam. End of Course examinations will be administered in the areas of: Algebra I, Geometry, English II, English III, Biology and American History. High school students who entered prior to the 2010 -2011 school year must attain the Approaching Basic standard on the Graduation Exit Examination in ELA, math and either science or social studies in order to graduate; and
- High school students must complete the required credit in ELA, math, science, and social studies, and electives as set forth in Bulletin 741.

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

- Grade placement for any student whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.
- In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the Leadership/RTI Team, in collaboration with the IEP Team (with guidance from Special Education Services), will make the necessary adjustments on the IEP and in SER for special education students. (This applies to students receiving Special Education Services only.)
- Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.
- Students classified as 11<sup>th</sup> graders in the fall who earn enough credits to be eligible to graduate in the spring.
- Early Release may only be granted to those students who are classified as graduating seniors and have met all requirements of the Graduation Exit Exam.

Additional note: To be eligible for valedictorian or salutatorian, a student must have been classified as a 12th grader with at least 20 Carnegie units at the beginning of the fall term in August and been enrolled at the current school for 8 semesters.

► Describe the elementary foreign language program for academically able students in grades 4–8.

- Explain the local definition of the term “grade level” or “on grade level.”

A student is considered on grade level if their age aligns to the progression of one grade progression per academic year and therefore the student’s age aligns with the corresponding grade level.

## IV. Promotion 9 – 12

### A. Carnegie Credit and Credit Flexibility

1. Students may earn Carnegie credit as middle school and high school students in two ways:
  - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or

- b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall require a minimum of 7,965 minutes for one Carnegie credit. In order to grant one-half Carnegie credit, LEAs shall require a minimum of 3,983 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
  - a. the name of the examination used to measure proficiency, if nationally recognized, or
  - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
  - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
5. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
6. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
  - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.
    - List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

### Promotional Guidelines for Students in Grades 9-12

Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows:

- (v) 10,620 minutes for a six-period schedule;
- (vi) 9,103 minutes for a seven-period schedule; and
- (vii) 7,965 minutes for eight-period or 4 x 4 block schedules.
- (viii) For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
- i. For credit recovery courses, follow the policy in §2324 of Bulletin 741.

Minimum units of Carnegie credit required for promotion from

|          |  |
|----------|--|
| Grade 9  | 5 units  |
| Grade 10 | 12 units   |
| Grade 11 | 19 units   |
| Grade 12 | 24 units for graduating classes of 2012 and beyond |

| Freshman | Sophomore | Junior | Senior       |
|----------|-----------|--------|--------------|
| 0-5      | 6-12      | 13-19  | 20 and above |

Addition promotional guidelines in grades 9-12



- For each Carnegie unit of credit, a student must be present 82 days of the 87 days in a block schedule course, or 170 days in a full-year course; and
- Beginning with the 2010 -2011 class of incoming freshmen, high school students must score at the Fair achievement level in English, mathematics, and either science or social studies of the End of Course Exam. End of Course examinations will be administered in the areas of: Algebra I, Geometry, English II, English III, Biology and American History. High school students who entered prior to the 2010 -2011 school year must attain the Approaching Basic standard on the Graduation Exit Examination in ELA, math and either science or social studies in order to graduate;
- High school students must complete the required credit in ELA, math, science, and social studies, and electives as set forth in Bulletin 741.

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

- Grade placement for any student whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.
- In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the Leadership/RTI Team, in collaboration with the IEP Team (with guidance from Special Education Services), will make the necessary adjustments on the IEP and in SER for special education students. (This applies to students receiving Special Education Services only.)
- Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.
- Students classified as 11<sup>th</sup> graders in the fall who earn enough credits to be eligible to graduate in the spring.
- Early Release may only be granted to those students who are classified as graduating seniors and have met all requirements of the Graduation Exit Exam.

Additional note: To be eligible for valedictorian or salutatorian, a student must have been classified as a 12th grader with at least 20 Carnegie units at the beginning of the fall term in August and been enrolled at the current school for 8 semesters.

► Describe the LEA's policy for awarding ½ unit of credit.

The district does not assign half (1/2) unit credit for full unit courses.

## **B. High School Graduation Requirements**

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
  - a. Students who entered the ninth grade prior to 2008-2009,

- b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
  - c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
- a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
    - i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
    - ii. Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
    - iii. Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
    - iv. A student must participate in a dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:
      - (a) An academic catch-up component to address all the areas of student deficiency,
      - (b) An adult mentoring component with an emphasis on workforce awareness and readiness,
      - (c) Work awareness and work readiness skills component, and
      - (d) A work-based learning component, such as job shadowing/job exploration/paid internships.
  - b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)
    - List the acceptable behavior requirements for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

A student who is promoted to the ninth grade in the career diploma pathway must follow the standards of acceptable behavior outlined in the Student Code of Conduct.

- List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard, but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.

There are no additional requirements for students who have met the standard requirements for entering the career diploma pathway.

5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
  - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
    - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
  - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
    - i. English II or English III
    - ii. Algebra I or Geometry
    - iii. Biology or American History
  - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
8. Any student entering the ninth grade having scored *Unsatisfactory* in math and/or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the *Unsatisfactory* subject(s) (English Language Arts and/or Mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

### C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
  - a. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
2. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements, where appropriate.
  - a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
  - b. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
  - c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and IGP for students in grades 8-12.
3. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

## V. Retention Policy

- State the number of times a student may be retained in each grade or level.

In accordance with RSD policy, a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4<sup>th</sup> and 8<sup>th</sup> graders shall be retained the initial time in grade 4 or 8. After a student has been retained one time in the fourth grade, the student shall be assigned to grade 5 unless otherwise indicated in the policy. For all other grades, RSD shall comply with the request of the Louisiana Department of Education. Students must be afforded every opportunity through the processes of RTI/ SBLC to avoid retention. Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of SBLC must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented.

All documentation must reside in the student's cumulative folder and be forwarded to the SBLC team if a student is recommended for retention. If a student is promoted with deficiencies the student's prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescription with needed interventions.

- Describe any additional LEA policies that may determine student retention.

The following LEA Policies may determine student retention:

- Students in grades K- 12 who are absent without cause for more than 10 instructional days may be retained, upon review of the SBLC committee.
- Students in grades 4 and 8 who are promoted because of the retention limit must attend 90% of the 50 hours of summer school and take the summer retest. Students

in grades K – 8 shall participate in an intervention program by content that is provided at each school site.

- Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

The implementation of a comprehensive assessment plan is a critical element of an effective school-level plan for preventing reading difficulties. There are four objectives:

1. Schools shall use the DIBELS assessment to identify students at the beginning of the year who are at risk for reading difficulties and need extra instruction to progress toward grade-level standards (K – 3). At-risk students will be screened for dyslexia and related disorders.
2. To **monitor** students' progress during the year to determine whether -at risk students are making progress and to identify students who are falling behind. DIBELS will be administered to all K-3 students in the fall, winter, and spring.
3. To **collect** information about students from the DIBELS assessment that will be helpful in planning instruction to meet student's needs.
4. To use DIBELS data to **assess** whether the instruction provided by classroom teachers and others is helping all students achieve grade-level reading standards by the end of each year from kindergarten to third grade. **Voyager Passport** will be the intervention model used for K-Gr3 students in strategic tier 2 and intensive tier 3. Progress monitoring will be provided every three weeks for students receiving intervention. Progress monitoring and/or DIBELS will provide data to determine when students move in or out of intervention. Intervention is provided by certified teachers or trained paraprofessionals/volunteers to groups of no more than six students. If students are highly at risk and in need of intensive intervention, groups of no more than three students are recommended. Each school's RTI Team (Response to Intervention Team) will review assessment results and assist with instructional recommendations for the classroom teachers and interventionists regarding student placement.

Students must be afforded every opportunity through the processes of RTI to avoid retention. Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of RTI must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented. All documentation must reside in the student's cumulative folder and be forwarded to the SBLC team if a student is recommended for retention. If a student is promoted with deficiencies the student's prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescription with needed interventions.

## VI. Acceleration

- Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

Accelerated promotion is designed for students with exceptionally high achievement who may benefit from assignment to the next higher grade level. The SBLC committee will study all available records on the student. The recommendation shall address all factors of a student's academic, assessment, physical, personal/social and emotional growth. The SBLC



Committee will consider the need for acceleration for regular education students. The IEP Team will consider the need for acceleration for gifted/talented students.

- ▶ Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

Students who might qualify for acceleration will be referred to the school level SBLC committee for review of student work, assessment scores, and other factors to determine if they would benefit more from the instructional program at an advanced grade level.

- ▶ Describe any applicable policies and procedures for grade “skipping.”

The RSD will allow grade skipping for identified gifted students as follows:

- Vertical acceleration/grade skipping (recommendation from IEP committee and final decision by central office staff)
- Cross grade skipping where one content area may be accelerated and another not accelerated (recommendation from IEP committee and final decision by central office staff)

The RSD will allow grade skipping for identified overage students as follows:

- Vertical acceleration/grade skipping (recommendation from SBLC committee and final decision by central office staff)
- Cross grade skipping where one content area may be accelerated and another not accelerated (recommendation from SBLC committee and final decision by central office staff)
- High Stakes Testing grades are excluded from this policy

- ▶ Describe any policies governing services for gifted students.

The RSD will follow state and federal regulations in Bulletins 1508 and 1706-B to identify and provide services for gifted students.

## A. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.
  - a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).
  - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

- ▶ Describe the components and requirements of the local early graduation program.

Students will be provided an opportunity to graduate in less than 4 years provided that the minimum requirements for graduation from high school as set forth by BESE are met. A diploma may be denied, however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements. The early graduation program may include distance education, dual enrollment, and Carnegie credit earned

in middle school. Further, the use of flexible course scheduling, distance learning and online courses will be encouraged to facilitate graduating in less than four years.

## **VII. Remediation**

### **A. Legal Authorization**

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

### **B. Purpose**

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state's criterion-referenced testing program for grades 4 and 8, the Graduation Exit Examination, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

### **C. State Mandatory Requirements**

1. Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
  - a. For the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
  - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
    - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

- ii. All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
- iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
- iv. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP Science and Social Studies tests.
- d. Remediation is recommended for 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* level on the LEAP Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

#### **D. School Year Intervention/Remediation Program**

- List the objectives for your school year intervention/remediation program.  
At least 80% of the eligible students will participate in the LEAP Preparation/Remediation Program.
  - Of those students who participate in the English Language Arts component of the LEAP Program, 60% will achieve the passing standard needed for promotion to the 5<sup>th</sup> or 9<sup>th</sup> grade on the 2011 spring or summer LEAP test.
  - Of those students who participate in the Mathematics component of the LEAP Remediation Programs, 60% will achieve the passing standard needed for promotion to the 5<sup>th</sup> or 9<sup>th</sup> grade on the 2011 spring or summer LEAP test
- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.

Any student who needs intervention/remediation (if they have not passed any section of the previous year's LEAP test if they are a repeater, or iLEAP) is eligible to receive school year intervention/remediation services. The RTI/SBLC teams will determine which students will participate in intervention/remediation.

- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?

The tutoring program shall offer each eligible student a minimum of 50 hours of tutoring/remediation in each subject of ELA and math, either during the school term or summer programming. The minimum 50 hours shall be provided between the beginning of the school year and Friday, before spring testing begins for the school year. Programs may continue to the end of the regular school year. However, summer remediation program participants will receive 50 hours of additional instruction in preparation for retesting for subject tests needed.



- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

LEAP Pass on Paper, Focused Learning Lessons, Triumph Learning's Coach, and Ladders for Success are only some of the resources that will be used in the tutoring programs. The aforementioned materials will be supplemented with additional technology resources. Student's tutoring lessons will be tailored to address weaknesses as identified by previous standardized assessments and other district authorized assessments to maximize impact.

- Describe the form of documentation collected from students/parents who refuse school year remediation services.

The Parental Notification and Remediation form will be used to document that the services were offered to and refused by parents. A copy shall be kept in the student's official file.

- Describe how science and social studies remediation is implemented.

Science and social studies remediation is imbedded in the ELA remediation. Students are offered diverse activities to address all required skills.

- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

Minimum Foundation Program (MFP) funds from the state will pay for core school expenses such as principal and teacher salaries, textbooks, building costs, and transportation. Federal funds such as Title I will be used to provide additional academic supports at our schools in the form of supplemental personnel, programming, and supplies.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

The Recovery School District shall participate in the evaluation of the remedial education program conducted by the State Department of Education. An annual evaluation of its remediation program shall be submitted to the state superintendent. This evaluation will include: (1) student performance, (2) coordination with other programs, (3) instruction, and (4) budget. All exit examination results and individual progress records citing students' performance will be maintained at the central office as well as at the school site.

#### ► Summer Remediation Program

- List the objectives for your summer remediation program.

At least 80% of the eligible students will participate in the LEAP Preparation/Remediation Program.

- Of those students who participate in the English Language Arts component of the LEAP Program, 50% will achieve the passing standard needed for promotion to the 5<sup>th</sup> or 9<sup>th</sup> grade on the 2011 summer LEAP test.
- Of those students who participate in the Mathematics component of the LEAP Remediation Programs, 50% will achieve the passing standard needed for promotion to the 5<sup>th</sup> or 9<sup>th</sup> grade on the 2011 summer LEAP test

- Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for summer remediation.

Summer remediation is made available to any 4<sup>th</sup> or 8<sup>th</sup> grade student who scores below the approaching basic level on the LEAP examination. Students who meet the basic or above /approaching basic standard is also eligible to attend in the approaching basic subject to improve the score.

- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4<sup>th</sup> and 8<sup>th</sup> grade levels.

In school remediation will begin one day following the release of spring test scores through daily intervention and will be conducted as an intensive full day program beginning on the last day of class until re- testing begins.

- Describe the materials and methodology to be used throughout the district in summer remediation.

Instruction in the state funded remedial education program shall be based on student deficits identified on the state testing program in written composition, Language Arts, and Mathematics. Instruction shall include the mastery of prerequisite skills in the area of deficiency. LEAP Pass on Paper, Focused Learning Lessons, Triumph Learning's Coach, and Ladders for Success are only some of the resources that will be used in the tutoring programs. The aforementioned materials will be supplemented with additional technology resources. Student's tutoring lessons will be tailored to address weaknesses as identified by previous standardized assessments and other district authorized assessments to maximize impact.

- Describe the form of documentation collected for students and parents who refuse summer remediation services.

The Parental Notification and Remediation form will be used to document that the services were offered to and refused by parents. A copy shall be kept in the student's official file.

- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.

Title funds will be used to pay teacher salaries and benefits and to purchase instructional supplies and materials. Local funds will provide transportation. Food Service will provide snacks. Extended School Year Program funds will provide nursing and special needs services for students with complex health needs.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

The Recovery School District shall participate in the evaluation of the remedial education program conducted by the State Department of Education. An annual evaluation of its remediation program shall be submitted to the state superintendent. This evaluation will include: (1) student performance, (2) coordination with other

programs, (3) instruction, and (4) budget. All exit examination results and individual progress records citing students' performance will be maintained at the central office as well as at the school site.

► GEE, LAA 2, and EOC Remediation

- Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:
- Program Description
  - Student selection criteria
  - Pupil/Teacher ratio
  - Instructional time
  - Selection criteria for teachers and/or paraprofessionals
  - Materials and methodology to be used
  - Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
  - Documentation of students' and parents' refusal to accept remediation
- Plan for coordination of state, federal, and local funds for remediation
- Evaluation plan for documenting evidence of achievement/growth of students

The objectives of the GEE, LAA 2 and EOC remediation programs are to increase the percentage of proficiency for all students who failed any part of the aforementioned exams. Students will attend the minimum number of hours of remediation and retest. Students who do not meet the passing standard of either the GEE, LAA 2 or the EOC examination will be eligible for remediation. The pupil/teacher ratio for all programs will be 20 to 1, if possible. Summer remediation will begin following the end of the current school term and will be conducted Monday through Friday until re-testing begins during the final week of June. Teachers and/paraprofessionals apply for positions in the summer remediation program and are required to provide verification of certification. Instruction in the state funded remedial education program shall be based on student deficits identified on the state testing program. Instruction shall include the mastery of prerequisite skills in the area of deficiency. The aforementioned materials will be supplemented with additional technology resources. Student's tutoring lessons will be tailored to address weaknesses as identified by previous standardized assessments and other district authorized assessments to maximize impact. The following program types will be offered:

- Remediation Courses
- Saturday Tutoring
- Summer School

The Parental Notification and Remediation form will be used to document that the services were offered to and refused by parents. A copy shall be kept in the student's official file.

Title II funds will be used to provide staff development for teachers and to provide technology for students to be used during remediation. Title funds will be used to pay teacher salaries and benefits, and to purchase instructional supplies and

materials. Local funds will provide transportation. Food Service will provide snacks. Title funds will be used to pay teacher salaries and benefits, and to purchase instructional supplies and materials. IDEA funds will be utilized Extended School Year Program funds will provide nursing and special needs services for students with complex health needs.

The Recovery School District shall participate in the evaluation of the remedial education program conducted by the State Department of Education. An annual evaluation of its remediation program shall be submitted to the state superintendent. This evaluation will include: (1) student performance, (2) coordination with other programs, (3) instruction, and (4) budget. All exit examination results and individual progress records citing students' performance will be maintained at the central office as well as at the school site.

## **VIII. Alternative Schools/Programs/Settings**

### **A. Definition**

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

► List the written policies for all alternatives to regular placements.

Alternatives to regular placement shall be available to students who meet criteria as outlined in Bulletin 741: Louisiana Handbook for School Administrators and the RSD Student Code of Conduct.

Additionally, any student in New Orleans can elect to enroll in any grade-appropriate RSD or Type 5 charter alternative or accelerated school during the annual enrollment process or open transfer period, where there is available space.

► Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

Crescent Leadership Academy and AMI Kids, are the district's alternative schools for students recommended for expulsion and found guilty of committing Level III behavioral offense by the Student Hearing Office. Students whose expulsion has been upheld after a due process hearing are eligible for enrollment. These schools are designed to provide a challenging learning environment while students receive social and psychiatric interventions after a complete social assessment is completed. Students are enrolled at the sites for a minimum of 180 school days or as otherwise outlined in the RSD's Student Code of Conduct. Promotion policy for these students is governed by the same policy regulations and pupil progression plan as the students that attend this school voluntarily.

Other alternative schools exist to serve students who are over-aged and under-credited, or who may benefit from a less traditional school environment, such as ReNew Accelerated and The NET. Parents and students can enroll in these schools through the RSD's OneApp process or through a Family Resource Center.

## IX. Other Policies and Procedures

### A. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

► Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

- Regular education students
- Students with disabilities
- Section 504 students

The RSD will insure that due process procedures related to student placement will not contradict the due process rights of students with disabilities, regular education students and 504 students. All placement decisions will be made according to the Pupil Progression Plan and in accordance with the State of Louisiana policy.

### B. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
  - Course grades;
  - Scores on the Louisiana Educational Assessment Program;
  - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
  - Information (or reason) for student placement (See definition of placement.);
  - Documentation of results of student participation in remedial and alternative programs;
  - Special education documents, as specified in the approved IDEA-Part B, LEA application;

- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

► Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.

### **C. Seat Time Waivers**

Districts may apply for seat time waivers would be allowed for the purpose of earning Carnegie credits. It is a local district decision on how to apply the waiver to their student body; however, the requirements for Grade Level Expectations (GLE) mastery and graduation are the same for all students regardless of the pace in which course completion is obtained.

#### **For LSTW students, the RSD shall:**

- A. Report all participants as Louisiana Seat Time Waiver (LSTW) participants in the student information system.
- B. Record all schools/sites in which these participants are housed for reporting purposes (LTC vs. brick and mortar high school).

#### **LSTW students can take traditional courses in manners that prioritize student proficiency over time.**

Examples may include, but are not limited to:

*Condensed accelerated curriculum* (accelerating course completion for whole student groups).

*Personalized curriculum* (innovative scheduling paired with effective teacher organization).

#### **The RSD will operate under the following seat time waiver guidelines:**

Based upon satisfactory completion of course work or other credit-earning activities (e.g. portfolios), the credits earned through the seat time waiver shall be comparable to credits earned for a high school diploma in the district's traditional program setting.

*Condensed accelerated curriculum* and *personalized curriculum* are considered to be the primary methods of delivery for instruction used by seat time waiver; however, the Louisiana Department of Education (LDOE) recognizes that methods other than the aforementioned can be approved as seat time waiver programs through prior approval from the Department

The district shall select LSTW courses or credit-bearing activities that are facilitated by a qualified teacher and meet all required GLE and End of Course (EOC) requirements.

1. Each LSTW student must have access to a mentor/peer-to-peer tutor/counselor. The on-site mentor may or may not be the teacher of record, but a Louisiana certificated employee is highly encouraged.
2. Students enrolled in LSTW shall construct, with their mentor or school counselor, a seat time waiver class schedule that details the credits anticipated to be earned by a

pre-determined course of study over the school year. Class schedules shall be made current within each grading period where students are enrolled.

3. Special Education and 504 students enrolled in LSTW will continue to receive all services outlined within the IEP and/or IAP including accommodations for testing or course instruction.
4. Students enrolled in LSTW shall maintain folders/portfolios housed on-site with current class schedules, attendance records and current grades/progress for all courses in which the student is enrolled.

The evaluation of effectiveness and therefore the continuation of the district's seat time waiver opportunity shall be determined by the following academic measures:

1. Course Assessments: Districts must provide evidence that all students enrolled in LSTW mastered required GLE's and competencies. Districts will have flexibility with their approach in illustrating mastery, but examples of student work and outcomes must be available upon request by the LDOE.
2. End of Course Testing: Students enrolling in a LSTW must take the EOC exam for courses where applicable. Students must take the EOC test for the specific course they complete within the semester the course is completed.
3. Evaluation Criteria: LDOE may establish additional measures of academic success against which the LSTW must show progress. *Failure to participate may result in termination of the district's seat time waiver.*

The district may adopt additional requirements for students enrolled in LSTW courses.

*Note: Louisiana Seat Time Waivers that fail to demonstrate academic success or fail to follow Bulleting 741 guidelines are subject to termination at the LDOE's discretion.*



## APPENDIX A

This section should include the following:

### Definition of Terms

- A list of state terms as outlined in the Guidelines.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)
- Additional information that you wish to add would begin with Appendix B.

### State Terms

1. **Acceleration** – advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include a —gifted studentll as identified according to the State Department of Education Pupil Appraisal Handbook.
2. **Alternate Assessment** – part of the LEAP for students with disabilities that meet participation criteria for LEAP Alternate Assessments, Levels 1 and 2.
3. **Content Standards** – statements of what we expect students to know and be able to do in various content areas
4. **Grade-level Expectations (GLEs)** – statements of what all students should know or be able to do by the end of each grade, PreK-12, in English language arts, mathematics, science, and social studies
5. **LEAP Summer Remediation** – the summer program offered for the purpose of preparing students to pass the LEAP retest in English language arts or mathematics
6. **Louisiana Educational Assessment Program (LEAP)** – the state’s testing program that includes grades 3, 5, 6, 7, and 9 iLEAP; grades 4 and 8 criterion-referenced testing program including English language arts, mathematics, social studies, and science; the Graduation Exit Examination (written composition, English language arts, mathematics, science and social studies); and including the LEAP Alternate Assessment, Level 1 (LAA 1) for grades 3 - 11, and Level 2 (LAA 2) for grades 4 – 11.
7. **Louisiana Comprehensive Curriculum (LCC)** – curriculum that is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning
8. **Promotion** – a pupil’s placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
9. **Pupil Progression Plan** – the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the LEAP with goals and objectives which are compatible with the Louisiana competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary Education (SBESE); A Pupil

Progression Plan shall require the student's proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.

10. **Regular placement** – the assignment of pupils to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan; Placement includes promotion, retention, remediation, and acceleration.
11. **Remedial Programs** – programs designed to assist all students to overcome educational deficits identified through the LEAP/GEE and other local criteria
12. **Remediation** – see *Remedial programs*
13. **Retention** – non-promotion of a pupil from a lower to a higher grade
14. **Interventions** are district-wide general education processes that provide students with high-quality research based instruction which are matched to student need. Data is used to drive decisions about student progress and to determine the appropriate instructional plan necessary for a student to achieve Benchmark success. This data is a general requirement for most evaluations for IDEA.

### **Local Terms**

1. **Above Grade Level/Academically Enhanced** – those pupils who have performed at stanine 6 or above on a standardized norm-referenced test, maintained a B or above average (in subject matter area), and have a summary assessment of 30 or higher on the Modified Renzulli-Hartman Teacher Recommendation Form.
2. **Academically Able/At Grade Level** – those pupils who are performing at the appropriate grade level with a passing grade and have performed at stanine 4 or 5 on a standardized norm-referenced test
3. **Advancement** – the assignment of a special education pupil enrolled in an alternative to regular instructional program (either self-contained or resource) to the next higher level: primary, intermediate, middle/junior or senior high
4. **“At risk student”** – a student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, drug abuse, delinquency, pregnancy, etc., frequently reflecting family problems, low socio- economic status, unemployment, and other environmental conditions not conducive to success in school
5. **Attendance** – present at school and actively participating in classroom and school activities
6. **Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD)** – a medically defined neurological disorder manifested by difficulties in attention and concentration, impulse, and activity level
7. **Benchmarks** –The RSD uses Benchmark Assessments to determine the mastery of Grade Level Expectations during the school year.
8. **Compensatory and/or Remedial Programs** – programs designed to assist pupils including identified disabled pupils to overcome educational deficits identified through the LEAP and other local criteria
9. **Dyslexia** – a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity; Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.
10. **Exceptional Pupil** – one who is evaluated in accordance with Bulletin 1706, *Regulations for Implementation of the Exceptional Children’s Act*, and is determined

according to the State Department of Education Pupil Appraisal Handbook, *Bulletin 1508*, to have an exceptional ability or a disability

11. **Inclusion** – refers to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend if he/she did not have a disability; involves bringing the support services to the child rather than moving the child to the services; requires only that the child will benefit from being in the class, rather than having to keep up with the other pupils
12. **Louisiana Literacy Assessment Program** – a process of measuring pupil performance in the application of academic skills to life coping situations to assure that each Louisiana graduate is literate (Act 750)
13. **Language Minority Student** – is a student whose primary language is a language other than English as determined by the Home Language Survey.
14. **Limited English Proficient (LEP)** – a language minority student whose listening , speaking, reading or writing English proficiency is below the average English proficiency level of English speaking students of the same age and/or grade or whose native language is a language other than English
15. **Native Language** – used with reference to an individual whose primary language is other than English.
16. **Pull-out English as a Second Language Program** is used to develop fluency in English. Students identified as limited English proficient leave the mainstream classroom part of the day to receive ESL instruction that focuses on grammar, vocabulary, and communication skills, not academic content.
17. **State Content Standards** written subject area standards outlined in the LDE Curriculum Guides
18. **School Building Level Committee (SBLC) or Response to Intervention Team (RTI)** – a designated school-based committee consisting of representatives of the following groups: support personnel, teachers, school administrators, and parents and pupils to address individual and group needs at the school
19. **Standards** – general statements that represent what information students should know and understand or what skills they should be able to do as a result of their educational experiences
20. **Student Initiated Activity** - unstructured, non-teacher directed learning activities that pupils engage in during the school day; These learning activities might be initiated by an individual pupil or a small group of pupils according to interest and availability of resources within the classroom setting. The teacher facilitates and supervises rather than directs these activities.
21. **Term** – a period of time at the end of which a student is assigned a final course grade (i.e., in a 4x4 block schedule, school term is equal to two quarters or one semester)